

Assessment overview - Unit 1 - Pulse

<p>EYFS</p>	<p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p>	<p>I can imitate movements in response to music.</p>	<p>I can explore, respond and identify long and short sounds.</p>	
<p>Year 1</p>	<p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)</p>	<p>I can follow and create simple musical directions for faster, slower, stopping and starting.</p>	<p>I can create, explore, respond and identify long and short sounds.</p>	
<p>Year 2</p>	<p>I can sing / play with good sense of pulse.</p>	<p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.</p>	<p>I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.</p>	<p>I can respond to visual and aural cues.</p>
<p>Year 3</p>	<p>I can sing and play confidently and fluently, maintaining a steady pulse.</p>	<p>I can maintain a part in a piece / rhythm game consisting of two or more parts.</p>	<p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p>	<p>I can follow and lead simple performance directions, demonstrating my understanding of pulse.</p>
<p>Year 4</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate pulse.</p>	<p>I can follow and lead simple performance directions. (eg call and response patterns)</p>	<p>I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)</p>	<p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p>
<p>Year 5</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation</p>	<p>I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p>	<p>I can maintain an independent part in a group when singing or playing.</p>	<p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.</p>
<p>Year 6</p>	<p>I can maintain a strong sense of pulse and recognise when going out of time.</p>	<p>I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p>	<p>I can share opinions about own and others' music and be willing to justify these using musical vocabulary.</p>	<p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>

